STATE COLLEGE AT WORCESTER

Catalog 1961-1963

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The Commonwealth of Massachusetts

STATE COLLEGE AT WORCESTER

Established 1871

Accredited by:

National Council for Accreditation of Teacher Education
New England Association of Colleges and Secondary Schools

Member of:

Massachusetts Council on Teacher Education
New England Teacher-Preparation Association
Eastern States Association of Professional Schools for Teachers
American Association of Colleges for Teacher Education

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All material in this catalog subject to change.
Supplementary information may be obtained at the college.

The Commonwealth of Massachusetts

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STATE COLLEGE AT WORCESTER

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E. JUSTIN HILLS, A.B., A.M., Ph.D. . . . . . Mathematics
JOSEPH C. LONERGAN, B.S., Ed.M. . . . . . Psychology
ELIZABETH A. MAHAN, B.S., Ed.M. . Supervision and Elementary Education
ALICE G. McCONNELL, B.F.A., M.F.A., A.M. . . . . . Art
HELGA E. PETERSON, B.S., Ed.M. . . . Supervision and Elementary Education

Supervisors of Laboratory Experiences

ELIZABETH V. FOSTER, B.S., Ed.M., Ed.D., Director
MADELIN A. WILMARTH, B.S., Ed.M.
JOHN E. SULLIVAN, A.B., Ed.M.
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JOSEPH P. SCANNELL, B.S., Ed.M.
HELGA E. PETERSON, B.S., Ed.M.

Schools of Observation

(Affiliated with State College for the purpose of observation and participation)

Chandler Street Junior High School

May Street School — Tatnuck School

Chandler Street Junior High School

PAUL J. CORCORAN	Principal
FREDERICK E. FOLEY	Geography and Science
DORIS M. JOYCE	English

May Street School

MARY E. V. SHEA	Principal
HELEN KENNEY	Kindergarten
DOROTHY McQUEENEY	Grade 3
GERTRUDE C. SULLIVAN	Grade 3
PAUL F. O'NEIL	Grades 5-6

Tatnuck School

WINIFRED C. KENNEDY	Principal
AGNES S. ROUGVIE	Grades 5-6

Office Personnel

WILLIAM J. BUTLER	Principal Bookkeeper
G. RICHARD FRIEND	Senior Bookkeeper
FRANCES T. PARK	Senior Clerk and Stenographer
CATHERINE M. HEALY	Senior Clerk
MARY DOUILLETTE	Junior Clerk
E. EVELYN COTE	Junior Clerk

Health Services

CHARLES J. JAWORSKI, M.D.	College Physician
AUGUSTA H. KRESSLER, M.D.	College Physician
ALICE B. SAWYER, R.N.	College Nurse

COLLEGE CALENDAR

1961-1962

Sept. 6-11, 1961	Orientation of Freshmen
Sept. 11, 1961	Registration—all classes
Sept. 12, 1961	Classes begin
Oct. 12 and 13, 1961	Columbus Day—no classes
Oct. 16, 1961	Classes resumed at 9 A.M.
Nov. 22, 1961	Thanksgiving recess begins at noon
Nov. 27, 1961	Classes resumed at 9 A.M.
Dec. 15, 1961	Christmas recess begins at 5 P.M.
Jan. 3, 1962	Classes resumed at 9 A.M.
Jan. 22-26, 1962	Semester examinations
Jan. 29, 1962	No classes
Jan. 30, 1962	Second semester begins
Feb. 16, 1962	Winter recess begins at 5 P.M.
Feb. 26, 1962	Classes resumed at 9 A.M.
April 13, 1962	Spring recess begins at 5 P.M.
April 23, 1962	Classes resumed at 9 A.M.
May 30, 1962	Memorial Day
June 1-7, 1962	Final examinations
June 3, 1962	Baccalaureate
June 8, 1962	Class Day
June 9, 1962	Alumni Day
June 10, 1962	Commencement

1962-1963

Sept. 5-10, 1962	Orientation of Freshmen
Sept. 10, 1962	Registration—all classes
Sept. 11, 1962	Classes begin
Oct. 12, 1962	Columbus Day
Nov. 12, 1962	Veterans' Day Observance
Nov. 21, 1962	Thanksgiving recess begins at noon
Nov. 26, 1962	Classes resumed at 9 A.M.
Dec. 14, 1962	Christmas recess begins at 5 P.M.
Jan. 2, 1963	Classes resumed at 9 A.M.
Jan. 21-25, 1963	Semester examinations
Jan. 28, 1963	No classes
Jan. 29, 1963	Second semester begins
Feb. 15, 1963	Winter recess begins at 5 P.M.
Feb. 25, 1963	Classes resumed at 9 A.M.
April 11, 1963	Spring recess begins at 5 P.M.
April 22, 1963	Classes resumed at 9 A.M.
May 30, 1963	Memorial Day
May 31-June 6, 1963	Final examinations
June 7, 1963	Class Day
June 8, 1963	Alumni Day
June 9, 1963	Commencement

STATE
=COLLEGE=

THE HISTORY AND DEVELOPMENT OF STATE COLLEGE AT WORCESTER

"The design of the normal school is strictly professional, that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth. . . . To this end there must be the most thorough knowledge; first of the branches of learning required to be taught in the school, second, of the best methods of teaching these branches, and third, of right mental training."

Thus the Massachusetts State Board of Education, by a vote passed May 6, 1880, stated the design and purpose of Worcester Normal School. Through the years a constancy of purpose and a devotion to the ideals and standards of suitable and adequate teacher preparation have motivated and directed the growth of the State College. In 1960 in line with the growing need for more opportunities for higher education for the students of Massachusetts, the Legislature authorized that the college should be known as State College at Worcester.

Buildings of the College:

The Worcester School Board at its meeting of November 1, 1870, appointed a committee "to take such action as may be necessary to secure the establishment of a State Normal School in this city." The first building, designed to accommodate 200 students, was erected on a five-acre tract of land at Eastern Avenue and Normal Street. In 1896 a new gymnasium was built adjoining the main building. By 1928 the enrollment of 285 students was beyond the capacity of the existing building, so that in 1929 the Legislature authorized the construction of a new building. The following year the city purchased land at Chandler and May Streets and presented it to the State for the new college. The building was dedicated in April, 1932. At that time the name of the school became State Teachers College at Worcester.

In 1942 a large tract of land was deeded to the college; this land bordering the campus protected it from encroaching building developments and allowed space for additional facilities. In 1958 the construction of a new building and the remodeling of the present building have provided additional library, classroom, laboratory, gymnasium and recreation facilities. Building plans for the future include additional classroom and laboratory space with increased facilities for student-faculty conferences and professional experiences.

Students:

In 1874 a student body of sixty-nine entered the school; they had been accepted as qualified from ninety applicants, and "none were admitted who did not show intelligence, aptitude and enthusiasm for teaching." On July 12, 1876, the first class of ten students was graduated. Since that time 5,227 graduates have been awarded

CLASSROOM AND ADMINISTRATION BUILDING

diplomas and degrees. These graduates have taught throughout the United States and have made valuable contributions to the educational profession. Since the foundation of the Alumni Association in 1880, there have been many tangible evidences of the graduates' interest, support, and cooperation.

Faculty:

E. Harlow Russell, the first principal with a faculty of five members, was a pioneer in the investigation of the child as a problem of instruction and helped to advance the study and knowledge of child life. In line with these studies, the students engaged in systematic observation in schools and in actual practice in teaching under the joint supervision of the city superintendent of schools and of the faculty of the college. With slight modifications this practice has been retained through the ensuing years with the close cooperation of the school staffs in the environs of Worcester. At the present time there are over fifty members on the college faculty with backgrounds of preparation and experience from a diversity of educational and professional sources.

Curricula:

From 1874 to 1921, both two-year and three-year courses were offered. In 1921 the three-year course became a four-year course with the degree of Bachelor of Science being given. In 1929 the two-year course was dropped. In 1935 all entering students were required to spend four years with the degree of Bachelor of Science in Educa-

LIBRARY AND GYMNASIUM BUILDING

tion being granted. In 1947 the right to grant the Master of Education degree was awarded to the college. Graduate courses have been offered in late afternoon extension courses and at summer school in order to facilitate the in-service program of training for teachers.

Firsts:

State College at Worcesteer has a number of "firsts" of which it is justifiably proud. It was the first women's college in Worcester to offer a bachelor's degree. It was the first Massachusetts teachers college to have a chapter of Kappa Delta Pi, the national honor society in education. It pioneered in offering courses in early childhood education. It was the first teachers college in Massachusetts to be accredited by the American Association of Colleges for Teacher Education. In addition to this accreditation by the later-named National Council for Teacher Education, the college was accredited by the New England Association of Colleges and Secondary Schools in 1957.

Future:

The future of State College at Worcester points to an ever-expanding program of professional and material growth. In September, 1960, over 900 students registered at the college and the trend is toward a substantial increase in future years. Supplementary courses to meet the complex societal and professional demands for teachers will be added. Additional facilities and materials will be provided for rich and varied learning experiences. In the future as in the past State College at Worcester will continue to provide high standards of service and support to the professional preparation of teachers.

CURRICULA OFFERED

Undergraduate Courses Leading to Bachelor of Science in Education Degree

1. A four-year curriculum preparing for teaching in the early childhood education field.
2. A four-year curriculum preparing for teaching in the elementary field.
3. A four-year curriculum preparing for teaching in the secondary field.
4. A one-year curriculum for graduates of liberal arts colleges, leading to a Bachelor of Science in Education degree.

During the first two years the emphasis is on general education to provide a rich background. Decision concerning the selection of curriculum is made at the end of the freshman year.

English, French, social studies, and history are major fields in the junior and senior high school curriculum. Each student in the secondary curriculum prepares in one major and one minor field. Any of the above fields, plus mathematics, may be a minor field. At least twenty-four semester hours must be earned in a major field and eighteen semester hours in a minor field.

Graduate Courses Leading to the Master of Education Degree

The requirements for the graduate degree which is offered regularly at Worcester will include thirty-two semester hours in graduate courses in each of which the honor mark of "A" or "B" must be earned. Of the thirty-two semester hours of credit required, twenty-four must be earned in graduate courses taken on the campuses of the Massachusetts State Colleges, sixteen of which must be taken on the campus of the State College at which the degree is to be granted. The remaining eight may be taken in approved off-campus extension courses or may be transferred from approved graduate schools. After admission to the program, courses taken for graduate credit at colleges other than the college granting the degree must be approved in advance.

The regulations require that a program of study must be arranged in advance for each student who is a candidate for the Ed.M. degree. The Worcester State College pattern has been constructed by its Committee on Graduate Study, and all graduate students should arrange a conference with the Chairman of the Committee at their earliest convenience.

Copies of the Regulations Governing Courses Leading to the Degree of Master of Education, and of the graduate courses being offered currently may be secured by addressing inquiries to the Chairman of the Committee on Graduate Study.

REQUIREMENTS FOR ADMISSION

The following new admission policy shall become effective for all students to be admitted to the Massachusetts State Colleges or the Massachusetts College of Art on or after September 1, 1961:

1. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

3. Completion of Sixteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the State College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

6. Successful completion of the College Entrance Examination Board Scholastic Aptitude Test and/or other tests prescribed by the Department of Education.

II. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State College or the Massachusetts College of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

III. Time of Admission.

1. Plan I applicants (see IV. A. below) may file applications and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half year of the senior year which meets the requirements for admission by academic evaluation and on successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other examinations prescribed by the Department of Education.

2. Plan II applicants (see IV. B. below) may not be granted provisional admission but may submit applications on or after October 1 of the senior year. It is to the advantage of these candidates to submit their applications at an earlier date.

IV. Methods of Admission.

A. Plan I.

Admission by academic evaluation is granted to candidates as follows: On the basis of A = 4, B = 3, C = 2, D = 1, candidates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted provided they have successfully completed the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education.

Prescribed—These 16 units must include the following 8 units

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit*
Geometry	1 unit*
Biology, or Physics, or Chemistry	1 unit

*Only one unit of Algebra or Geometry is required for admission by academic evaluation to the Business Education course at the State College at Salem.

Distribution of units for Applicants Admitted by Evaluation.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following:

English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Languages, 7 units (no credit accepted for less than 2 units of any one language)**; Mathematics, 4 units; Business Subjects, 2 units**; Fine and Industrial Arts, 2 units***; Home Economics, 2 units***; and Physical Education, 1 unit****.

B. Plan II. Admission by Examination.

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under General Qualifications stated under I, may be admitted to the State Colleges on successful completion of the College Entrance Examination Board Scholastic Aptitude Tests and/or other tests prescribed by the Department of Education provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

A. Plan I candidates:

The position of these candidates will be determined according to the numerical evaluation as described under IV. A.

B. Plan II candidates:

The position of these candidates will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

**Language majors may offer one additional unit.

***In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art and Music to candidates applying respectively for admission to the Business Education program at Salem, the Home Economics program at Framingham, the Industrial Arts programs at Boston and Fitchburg, all programs in the Massachusetts College of Art, and the Music program at Lowell.

****One unit granted for the Physical Education major program at Bridgewater only.

The eight prescribed high school credits will be evaluated as follows:

A = 4
B = 3
C = 2
D = 1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

VI. Place and Time of Examinations.

Candidates applying for admission by examination may take the College Board Examinations at any of the centers where these examinations are regularly given.

The Bulletin of Information, obtainable without charge from the College Entrance Examination Board, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application blank bound in. This application blank may be used for any College Board Administration.

Candidates should make application by mail to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

COLLEGE YEAR BEGINS

September 11, 1961 — September 10, 1962

LENGTH OF COURSES AND DEGREES

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Colleges and for the teacher-education program at the Massachusetts College of Art. The degree of Bachelor of Fine Arts is awarded for all programs, other than teacher education, at the Massachusetts College of Art.

The degree of Master of Education is awarded at the State Colleges at Boston, Bridgewater (including the Hyannis Summer Session), Fitchburg, North Adams, Salem, Westfield, and Worcester. The State College at Boston offers full-time and part-time graduate programs; the others offer part-time programs. Graduate courses in

partial fulfillment of the requirements for this degree may be offered from time to time at the State Colleges at Framingham and Lowell and at the Massachusetts College of Art.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Colleges and the Massachusetts College of Art. Under this system, grades will be given the following values: A—4 to 5, B—3 to 3.9, C—2 to 2.9, D—1 to 1.9, E—0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from the college unless permission to repeat the year is given by the Director of the State Colleges on the recommendation of the President for such reasons as illness, home difficulties, and similar circumstances.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course ..... passed at ..... with a grade of ....."
(Name) (College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

I. Fee for Residents of Massachusetts

$200.00 a year: $100.00 to be paid at the opening of the college year in September and $100.00 at the opening of the second semester.

II. Fee for Non-Residents of Massachusetts

$600.00 a year: $300.00 to be paid at the opening of the college year in September and $300.00 at the opening of the second semester.

III. Fee for All Students

Each applicant for admission to a Massachusetts State College or the Massachusetts College of Art must pay a registration fee of $20.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. Additional Expenditures for All Students

A student assessment of $17.50 is charged each student, $8.75 payable at the beginning of each semester. This fee is to cover the following items for the entire year:

1. Shower fee
2. College parties
3. Admission to all public performances of the Dramatic and Glee Clubs
4. College publications
5. Benevolences
6. Expenses of Student Advisory Council
7. Expenses of New York Conference
8. Expenses of miscellaneous activities
9. Admission to athletic contests

V. Textbooks and Supplies

Students are expected to meet the expense of all necessary textbooks and supplies at an approximate cost of $70.00 a year.

VETERANS EDUCATION

The College is an approved institution for providing education for the returned veteran under Public Laws No. 346, No. 16, and No. 550.

SCHOLARSHIP TEA

SCHOLARSHIPS FOR STUDENTS

For Incoming Freshmen and Upperclassmen

The William B. Aspinwall Scholarship
The M. Harriette Bishop Scholarship
The Nancy Burncoat Scholarship
The Gold Star Scholarship (Daughter or Son of Veteran only)
The Alumni Scholarship
The Tryphosa Bates-Batcheller Scholarship
The Esther Forbes Scholarship
The Newman Club Scholarship
The Olive Higgins Prouty Scholarship
The Student Christian Association Scholarship

For Upperclass Woman Student

The Esther C. Averill Scholarship

Students are selected for these scholarships on the basis of scholarship and need. The number of scholarships awarded is determined each year by the Scholarship Committee. In addition to these outright grants, the President of the College has at his disposal funds which may be borrowed by deserving students according to their needs. Applications for scholarships should be made by April 1.

STUDENT ACTIVITIES

There are many opportunities for students to take an active part in extra-class activities while in college. Most of the organizations are open to all students. It is the intent of the college to have a sufficient variety of activities which are suited to the needs and interests of the students. Many of the club periods are scheduled during the school day and meetings are held frequently.

It is hoped that each student will examine the program and purposes of the various clubs and organizations, then decide those to which he may make the greatest contributions and from which he will derive the most benefit as a person and as a prospective teacher.

Class Organization

The first organization to which every student belongs when he enters college is his class. Officers are chosen and a program of activities is inaugurated. Although many of these are of a social nature, there are numerous opportunities for the student to participate and to gain experience in working with the administration, faculty, and fellow classmates.

Athletics

The athletic activities are promoted and organized by the men's and women's athletic associations. Intra-mural games and other recreational activities are sponsored.

The College is a member of the New England State College Conference, and varsity basketball and baseball are played by the men in conjunction with other state colleges in the New England area.

Music

One of the largest organizations of the college is the choir. This is made up of men and women who are selected on a try-out basis. In addition to the Christmas and Spring concerts, the choir frequently participates in exchange concerts and programs given at hospitals and other civic organizations.

Publications

For the student who likes to write and who may have written previously for school publications, the "Acorn," the college newspaper, and the "Oakleaf," the college yearbook, provide opportunity for additional experience in journalism. Both publications serve a valuable purpose in recording the highlights of the college years.

Education Associations

There are two educational organizations at the college which offer professional association for the prospective teacher. The organizations provide programs of social and educational interest with students participating at the local, state, and national levels.

The Association for Childhood Education International is open to all students who are interested in the problems of good education for young children.

The Student National Education Association is affiliated with the National Education Association. As one of the largest organizations on campus it provides opportunities for the prospective teacher to participate in educational programs.

Christian Fellowship

The Newman Club and the Student Christian Association provide opportunity for the students to enjoy Christian fellowship through study, religious education, and recreation. Both organizations are service organizations in addition to providing individual personal benefits to the students.

Literary Organizations

In addition to the literary opportunities provided by the publications of the college, there are three other organizations which provide literary experiences for the students. The Dramatic Club presents a major production annually and also several one-act plays. The Robert W. Fox Memorial Debating Society holds frequent intercollegiate debates which provide experiences in research and presentation techniques on the contemporary problem chosen as the Collegiate Debate Question of the Year. The Literary Club has as its purpose the creation of greater interest in the field of literature through lectures, attendance at plays, discussions, and visits to places of literary significance.

Subject Matter Clubs

There are numerous clubs on campus which provide stimulation and experiences for the students who are interested in a particular field or major area. Lectures, film strips, demonstrations, and discussion provide inspiration and encouragement to the student who participates actively in these organizations. Some of these clubs are the Audio-Visual Aids Association, Cercle Français, International Relations Club, and Science Club.

The following organizations are not open to all students on an elective basis but any student is eligible for admission on the basis of special abilities and qualities.

The Student Advisory Council is one of the most important organizations on campus because of its liaison position between the administration and the student body. It is considered an honor to be elected to serve on this council.

The Student Public Relations Association which consists of class officers and club presidents has as its purpose the notification of the public of the outstanding achievements of the students.

Membership in Gamma Chi Chapter of Kappa Delta Pi, the national honor society in education, is restricted to qualifying students who meet the high academic requirements from the Junior and Senior classes.

All organizations have faculty sponsors who work closely with the students and the administration in attaining valuable and worthwhile activities beyond those provided in college classes.

PHYSICAL EDUCATION

We Participate That

MUSIC

SCIENCE

We May Learn

SOCIAL

LIBRARY

We Learn That

UPPER GRADES

SCIENCE

We May Teach

LOWER GRADES

PROGRAM LEADING TO THE BACHELOR

Elementary School Curriculum

FRESHMAN

General Education

First Semester	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
General Psychology	3	3
History of Western Civilization	3	3
Elective	3	3
	20	17

Second Semester	Periods	Semester Hours
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Introduction to Mathematics	3	3
Elective	3	3
	20	17

Elective Courses

Anatomy	3	3
Early Childhood Education I	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Anatomy	3	3
Early Childhood Education II	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

SOPHOMORE

General Education

First Semester	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
Music	3	3
United States History and Government	3	3
Principles of Geography	3	3
	20	16½

Second Semester	Periods	Semester Hours
Art Essentials	3	3
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History and Government	3	3
Geography of North America	3	3
First Aid	1	½
	20	16½

No Elective Courses

OF SCIENCE IN EDUCATION DEGREE

Elementary School Curriculum

JUNIOR

First Semester	Periods	Semester Hours
Art as Education	2	2
Curriculum Development	6	4
Teaching of Handwriting	1	½
Teaching of Reading	3	3
Physical Education	2	½
Teaching of Arithmetic	3	3
Teaching of Music	2	2
Educational Psychology	3	3
	22	18

Second Semester	Periods	Semester Hours
Apprenticeship		12
Educational Seminar	1	0
Oral Interpretation	1	½
Child Psychology	2	2
	4	14½

Elective Courses

Early Childhood Education III (optional)	3	3

No Electives

SENIOR

First Semester	Periods	Semester Hours
History and Philosophy of Education	2	2
Children's Language and Literature	4	4
Physical Education	2	½
Nature Study	2	2
Teaching of Social Studies	2	2
Economics	2	2
Regional Geography—Western Hemisphere	3	3
	17	15½

Second Semester	Periods	Semester Hours
Measurement and Evaluation	3	3
Contemporary Literature	3	3
Physical Education	2	½
Teaching of Science	2	2
Psychology of Adjustment	2	2
Sociology	2	2
Regional Geography—Eastern Hemisphere	3	3
	17	15½

Elective Courses

Early Childhood Education IV (optional)	3	3

No Electives

PROGRAM LEADING TO THE BACHELOR

Junior and Senior High School Curriculum

FRESHMAN

General Education

First Semester	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
General Psychology	3	3
History of Western Civilization	3	3
Elective	3	3
	20	17

Second Semester	Periods	Semester Hours
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Introduction to Mathematics	3	3
Elective	3	3
	20	17

Elective Courses

Anatomy	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Anatomy	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

SOPHOMORE

General Education

First Semester	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History and Government	3	3
Principles of Geography	3	3
Elective	3	3
	20	16½

Second Semester	Periods	Semester Hours
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History and Government	3	3
Geography of North America	3	3
Elective	3	3
	19	16

Elective Courses

Microbiologoy	3	3
Nineteenth Century Poetry	3	3
Survey of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Cultural History of Modern Europe	3	3
Physics I	3	3

Education for Citizenship	3	3
Modern Literature	3	3
Survey of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Diplomatic History of Modern Europe	3	3
Physics II	3	3

OF SCIENCE IN EDUCATION DEGREE

Junior and Senior High School Curriculum

JUNIOR

First Semester	Periods	Semester Hours
Secondary Education	2	2
Physical Education	2	½
First Aid	1	½
Music Appreciation	3	3
Art Essentials	3	3
Electives	6	6
	17	15

Second Semester	Periods	Semester Hours
Curriculum Development	6	4
Reading in Junior and Senior High School	3	3
Physical Education	2	½
Educational Psychology	3	3
Electives	6	6
	20	16½

Elective Courses

Choose one subject from each group.

Group I		
Chemistry I	3	3
Physiography	3	3
History of U. S. Foreign Policy	3	3
Shakespeare	3	3
Group II		
Calculus	3	3
Climatology	3	3
Seventeenth Century French Literature	3	3
Colonial American History	3	3
Eighteenth Century Literature	3	3

Choose one subject from each group.

Group I		
Chemistry II	3	3
Advanced French Composition, Conversation, and Methods	3	3
Ancient History	3	3
World Classics I: Ancient and Medieval	3	3
Group II		
History of the Civil War and Reconstruction	3	3
World Classics II: Renaissance and Modern	3	3
Geography of Asia	3	3
Calculus	3	3

SENIOR

First Semester	Periods	Semester Hours
Apprenticeship		12
Educational Seminar	1	0
Psychology of Adolescence	2	2
Teaching Methods in Major Field	2	2
	5	16

Second Semester	Periods	Semester Hours
History and Philosophy of Education	2	2
Measurement and Evaluation	3	3
Physical Education	2	½
Sociology	3	3
Economics	3	3
Electives	6	6
	19	17½

Elective Courses

No Electives

Comparative Literature	6	6
Modern French Literature	6	6
Physics III	6	6
Economic and Political Geography	6	6
United States in the Twentieth Century	3	3
Early National Period of the United States, 1783-1829	3	3

DESCRIPTION OF COURSES

Courses marked with * are electives

DEPARTMENT OF EDUCATION

***Early Childhood Education I** 3 semester hours

A study will be made of the historical background and development of Nursery, Kindergarten, and Primary grades. Interpretations of the laws of learning in terms of the little child will be given through a study of materials, experiences, and activities designed to meet the needs and interests of the growing child.

***Early Childhood Education II** 3 semester hours

Stress will be placed upon original trends, modern curriculum, games, and reasons for unification of ideas of Nursery, Kindergarten, and Primary education. Observation at each level will be provided.

***Early Childhood Education III** 3 semester hours

This course includes a study of reading readiness activities together with work, play, and testing materials. Special attention is given to recent research, audio-visual aids, and various types of printed material, with practical observation of children.

***Early Childhood Education IV** 3 semester hours

A practical collection of materials to be used for teaching purposes is made. Music materials are studied with stress on songs, rhythms, and rhythm band at the five-year level. Records which are prepared as a result of home visitation are reviewed.

The Improvement of Handwriting ½ semester hour

This course is intended to guide students in their efforts to improve their own writing, both on paper and at the board, until it reaches an acceptable standard for classroom work. This includes not only desirable letter forms, but uniformity of slant and size, arrangement and adaptation to purpose.

Art as Education 2 semester hours

This course is concerned with the place of art in the elementary school and stresses contemporary practices through laboratory experiences.

Curriculum Development, Methods and Materials 4 semester hours

This course serves as a preparation for student teaching. Principles of learning are developed as a foundation for principles of teaching. Emphasis is given to types of lessons, techniques of assignments and study, unit and activity planning, as well as testing,

grading, diagnostic procedures, and remedial teaching. Four periods are spent weekly in class work and two periods in observation and discussion of work observed in the observation schools.

Teaching of Handwriting in Elementary Grades ½ semester hour

This course is one of method and is based on the preceding course. Both cursive and manuscript systems are studied. Lefthandedness is given careful consideration. Chalkboard practice is continued, and teaching techniques are discussed.

Teaching of Reading in Elementary Grades 3 semester hours

This course is designed to acquaint prospective teachers with the developmental and functional aspects of reading instruction in the modern elementary school. Emphasis is placed upon materials and procedures for developing the basic reading skills and upon practical techniques for improving pupil competence in study reading in the content subjects.

Teaching of Reading in Junior and Senior High Schools
3 semester hours

The principal emphasis of this course concerns the responsibility of the secondary-school teacher for extending and refining basic reading abilities. Particular attention is given to the reading demands of each of the content subjects and to materials and techniques designed to insure steady pupil growth in reading efficiency.

Teaching of Arithmetic 3 semester hours

In this course students are introduced to efficient techniques in teaching the various phases of arithmetic in elementary grades. They plan and make many kinds of teaching materials, and learn how to use them. They examine pupil texts and seek to discover the best ways of making arithmetic really meaningful to children.

Teaching of Music in Elementary Grades 2 semester hours

This course offers the aims, methods, and procedures in music for elementary grades: child voice, correct tone production, correction of tonal faults, basis for selection of songs for the grades, ear training, rhythmic principles and responses, habits and skills in music training, creative units, and the study of music curriculums.

Student Teaching 12 semester hours

This course offers actual practice under helpful and sympathetic teachers in the schools of Worcester and vicinity. Members of the college supervisory staff assume responsibility for frequent supervision. The student is given opportunity to apply previously acquired theoretical knowledge, to plan lessons and assume increasing responsibility for classroom management, and to develop skill in the use of teaching techniques. During student teaching, students

return to the college for class work and conferences one day each week.

Children's Language and Literature 4 semester hours

The course is designed to acquaint students with literature suitable for grades I through VIII. Consideration will be given to the functional and creative aspects of oral and written expression and to teaching procedures and learning aids which emphasize the development of language power in relation to child growth.

Nature Study 2 semester hours

This course provides the student with the knowledge basic to the teaching of nature study in the elementary grades. Nature specimens used are those obtained in the fields or such as can be readily provided in any classroom.

Teaching of Social Studies in Elementary Grades 2 semester hours

A study is made of the aims, principles, and methods of teaching history and geography in the elementary schools. It includes a consideration of the privileges and responsibilities of citizenship. Emphasis is placed upon choice of texts and audio-visual aids, selection of material for courses of study, types of learning activities, and testing.

Teaching of Science in Elementary Grades 2 semester hours

This course provides an overview of objectives of science teaching, curricula, materials, and teaching procedures.

Educational Seminar 0 semester hours

During student teaching the students meet in conference for discussion of general problems of the beginning teacher. Such problems as successful management, economy of time, teaching procedures, evidences of good method, personality, professional ethics, and relationships between student and training teacher and between student and supervisor are considered.

Secondary Education 2 semester hours

The objective of this course is to help the student to acquire greater knowledge and understanding of the secondary school and the needs of the adolescent pupil. Secondary education in a democracy, its historical background, its curriculum, and the community high school will be considered through readings, lectures, discussion groups, and reports.

Teaching of English in Secondary Schools 2 semester hours

This course is designed to equip students with a clear understanding of effective teaching procedures and materials related to

the functional and creative aspects of the teaching of English. This course is required of all students majoring in English.

Teaching of Modern Languages in Secondary Schools

2 semester hours

This course provides for a brief study of the history of language teaching in the United States previous to 1940, current modern language teaching as to philosophy and method, place of the unit in foreign language instruction, function of the language laboratory, methods of evaluation in foreign language, and the qualifications of the language teacher. This course is required of all students majoring in a foreign language.

Teaching of Mathematics in Secondary Schools 2 semester hours

This course includes classroom methods and materials in the teaching of secondary mathematics. Modern trends in secondary school mathematics will be emphasized, and reports on current mathematical bulletins, magazines, and year books will be required. This course is required for secondary school mathematics teacher certification.

Teaching of Science in Secondary Schools 2 semester hours

This course considers the philosophy, theory, and practice of science teaching on the secondary school level. It provides an opportunity to develop both the theoretical insight and the practical knowledge and skills needed for higher achievement in science teaching. This course is required for secondary school science teacher certification.

Teaching of Social Studies in Secondary Schools 2 semester hours

This course is designed to acquaint students with the methods and materials available for use in junior and senior high schools. The examination of courses of study and textbooks will be included. This course is required of all students majoring in history and geography.

History and Philosophy of Education 2 semester hours

A study is made of early forms of education in the United States and in foreign countries; of influences and movements that have brought about the present ideals and practices in education with emphasis upon current problems; of philosophies of leaders of various movements; and of the nature, scope, and function of various types of modern educational philosophies.

Measurement and Evaluation 3 semester hours

A practical knowledge of educational testing, measurement, and evaluation techniques for group surveys and for individual diagnosis is emphasized. Practice is given in administering, scoring, interpreting, and evaluating a variety of standard tests. Various

instruments and techniques of evaluation are presented. Topics include elementary statistical procedures, characteristics of teacher-made and standardized tests, the study and diagnosis of pupil aptitudes and abilities, test selection, and interpretation of data and school programs in measurement and evaluation.

DEPARTMENT OF ENGLISH AND SPEECH

The Techniques of Written Expression non-credit

This course is required of freshman students who demonstrate the need for improvement in written communication.

The Techniques of Reading non-credit

A program of corrective instruction is provided for students whose placement in the entrance examination indicates the need for training in effective reading practices. Emphasis is placed upon vocabulary expansion, improvement of reading comprehension, and development of competence in study techniques.

English Composition I 3 semester hours

This course emphasizes the fundamentals of grammatical structure for both practical and imaginative writing. Literary forms, including the essay, biography, and the short story are also considered.

English Composition II 3 semester hours

A continuation of English Composition I concerned with principles of good writing and desirable qualities of style. Literary forms, including the drama, the novel, and poetry are studied. In English Composition II special emphasis is placed on the use of the library, techniques of research, and the writing of a formal research paper.

Principles of Effective Speech 1 semester hour

This course gives a detailed study of the vowel and consonant sounds of the best American speech, stresses the elimination of bad speech habits, and provides opportunity to form the habits of good speech through frequent practice in speaking and reading.

Voice and Diction 1 semester hour

This course continues the practice of frequent speaking and reading situations. Special emphasis is placed on the development of the voice.

***Modern Literature** 3 semester hours

English and American literature is studied with emphasis on the transition from Victorian literature and on the development of modern literature.

***Nineteenth Century Poetry** 3 semester hours

A study of the chief Romantic and Victorian poets from Wordsworth to Swinburne, with emphasis upon their artistic development and their relationship to the intellectual and literary scene of the nineteenth century.

Survey of American Literature 3 semester hours

The course provides comprehensive overview of the outstanding contributions of American writers and of major literary trends reflective of changing emphasis in American civilization.

Survey of English Literature 3 semester hours

This course gives a survey of the development of English literature from Beowulf to Thomas Hardy, including consideration of the background and general characteristics of each period and the reading of representative selections from various authors.

Oral Interpretation ½ semester hour

This course is designed to integrate the reading and presentation of material to the particular grade in which the student is interested.

***Shakespeare** 3 semester hours

Representative plays are studied; Shakespeare's life and times, his predecessors, and his contemporaries are evaluated.

***Eighteenth Century Literature** 3 semester hours

The literature of the century is studied in two periods—the Age of Pope and the Age of Johnson—emphasizing in the first the classical tradition, and in the second, the approach to Romanticism.

***Comparative Literature** 6 semester hours

This course comprises a study of the major forms of world drama from the origins. Emphasis is placed upon representative authors from Aeschylus to the present time with some attention to the survival of the older forms upon the modern stage.

Contemporary Literature 3 semester hours

This course provides a study of contemporary fiction and non-fiction as a reflection of life in the twentieth century. Emphasis is placed upon critical evaluation of the major literary trends of the present: experimentation with forms, the development of realism and naturalism, and the preoccupation with problems of national and international significance. Attention is given to the extension of the student's reading interests and the improvement of his literary tastes.

***World Classics I: Ancient and Medieval** 3 semester hours

This course presents a panoramic view of ancient and medieval world literature. Greek and Roman masterpieces are studied as well as representative works of the Middle Ages.

***World Classics II: Renaissance and Modern** 3 semester hours

This course considers world masterpieces of the Renaissance and the modern period. There will be minor stress on English and American classics.

DEPARTMENT OF FINE ARTS

Art Essentials 3 semester hours

This course is organized to provide a foundation for appreciating the art of all times. Creativity in its four stages—searching, incubation, illumination, and communication—is the principle of organization.

Music Fundamentals 3 semester hours

The elements of theory and notation, terms of expression and tempo definition, form, instruments of the orchestra, and conducting constitute the major phases of this course.

Music Appreciation 3 semester hours

To study some of the masterpieces of music, including symphony, tone poem, sonata, oratorio, opera, the lives of composers, the instruments of the symphony orchestra, and important trends in the music of the world constitute the major phases of this course.

DEPARTMENT OF FRENCH

***Advanced Study of French** 6 semester hours

Prerequisite for this course: two years of high school French or the equivalent.

This course includes a review of French pronunciation, based upon a study of phonetics and the principles of intonation; a review of grammar and verb forms through application in composition; and an introductory study of French civilization and culture.

***Survey of French Literature** 6 semester hours

A general view of French literature from the middle ages up to and including the rise of contemporary literature. Readings of the representative authors are studied in the light of the historical and social background of each period.

***Seventeenth Century French Literature** 3 semester hours

Cultural and literary aspects of French classicism will be studied through readings of the works of Corneille, Racine, and Moliere.

***Advanced French Composition, Conversation, and Methods**
3 semester hours

This course is designed to increase ability in oral and written French by an intensive review of grammar and by oral practice based upon increased vocabulary and idiomatic content.

It also includes a study of methods and materials for the teaching of French.

***Modern French Literature** 6 semester hours

This course consists of a study of the principal trends in the development of French literature. Representative works of major authors will be read with emphasis on a critical literary evaluation of style and content.

DEPARTMENT OF GEOGRAPHY

Principles of Geography 3 semester hours

The fundamental aims of this course include an emphasis upon basic geographic principles and a broad overview of the field of geography. To attain these aims the student is introduced to geographic factors in land forms, location, climate, soils, minerals, flora and fauna together with examples of their influences upon and relationships to man and his activities.

Geography of North America 3 semester hours

The primary aims of this course are two: first, to give the student an understanding of principles and techniques in the field of regional geography; and second, to broaden the student's knowledge of the continent in which the United States plays a major role. Major emphasis is placed upon natural regions in our own country.

***Physiography** 3 semester hours

Emphasis is placed upon the study of the earth's surface features by examining their structure, by studying the processes that have been active in their formation, and by analyzing the ways in which they affect man and are affected by man.

***Climatology** 3 semester hours

The major aim of the course is to gain an understanding of world climatic regions. The first half of the semester is devoted to climatic principles; during the last half of the semester the application of these principles is stressed to learn world climates. The

making of climatic charts and maps forms an important element in the course.

***Economic and Political Geography** 6 semester hours

A study is made of the meaning of and the approaches to economic geography. Stress is placed upon the factors related to the production of world commodities and industrial products by the inhabitants of various geographical areas.

The course also includes a study of political boundaries, friction areas, location of capitals, and the political geography of individual countries. Emphasis is placed upon relationships between man's political reactions and the geographic environment—both physical and man-made.

Regional Geography—Western Hemisphere 3 semester hours

This course is a regional treatment of the political and cultural geography of the Western Hemisphere. Special attention is given to the changing character of the Anglo-American landscape and the attendant political and cultural significance of these changes. The contributions of Latin-American regions to hemispheric solidarity and their political and social problems are treated in the second half of the semester.

Regional Geography—Eastern Hemisphere 3 semester hours

The first half of the course is concerned with the nature of the Central Eurasian Barrier, its extent, and the effect of it on the countries to the north and south of it.

The second half of the semester deals with such problems as the emerging importance of the Mediterranean region of Africa and Southeast Asia. Other problems include the political and cultural developments in the Nile Basin and its margins, the eastern plateau region, the great southern highlands, and the Basin of Africa. Some attention is given to the political and social problems present in these regions.

***Geography of Asia** 3 semester hours

A geographic analysis is made of the physical and cultural environments of the various countries. Emphasis is placed on the rapid changes, developments, and problems confronting each nation today.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Physical Education: Men (First Year) 1 semester hour

The development of health, poise, self-reliance, skill, leadership, and recreational interests is the purpose of the program. Opportunity to develop fundamental skills in a variety of activities is

provided. The history and rules of various sports activities will be considered.

Physical Education: Women (First Year) 1 semester hour

Through a program of sports, dancing, and other recreational activities, it is expected that the students will develop poise, good posture, self-confidence, leadership, skill, and physical fitness.

Health Education 2 semester hours

Problems and practices in personal and community hygiene are studied and discussed to aid the students in personal adjustment to college life and community. Current events in health supplement the class discussions.

Physical Education: Men (Second Year) 1 semester hour

The work of the second year follows closely that of the first year. Additional emphasis is placed upon exercises and tumbling activities appropriate to the elementary and secondary school programs.

Physical Education: Women (Second Year) 1 semester hour

The work of the sophomore year in physical education continues that of the first year. It is expected that each student will work directly for her own development in poise, skill, leadership, and health, and will utilize knowledge of recreational sports in planning personal activities. Skill in the various sports activities is improved.

Physical Education: Men (Third Year) ½ semester hour

The emphasis in this course is upon such group games as quiet games, active games, singing games, and games with and without equipment. Students will have the opportunity to develop leadership by teaching and supervising several of these activities.

First Aid ½ semester hour

This is the standard first aid course as offered by the American Red Cross.

Physical Education: Women (Third Year) ½ semester hour

This course stresses the presentation and practice of teaching techniques and materials suitable for elementary school health and physical education. Students have the opportunity to learn tennis, badminton, archery, and other sports for self development.

Physical Education: Men (Fourth Year) 1 semester hour

Advanced techniques in the major physical education activities are stressed. Activities include discussion of the methods of teaching, coaching, and officiating, in addition to practical experi-

ences in these areas, and a study of the importance of physical education and recreational activities in the total school program.

Physical Education: Women (Fourth Year) 1 semester hour

This course stresses the development of skill in such sports as badminton, tennis, and archery. The relationship between recreational athletics and the high school and community is stressed and students are assisted in planning and practicing ways to carry on physical activity in cooperation with health and physical education departments.

DEPARTMENT OF HISTORY

***World Affairs** 6 semester hours

The objective of the course is to acquaint the student with the major problems of world politics. Emphasis will be placed on the problems of United States foreign policy. The course will include the role of diplomacy, the factors that produce foreign policy, the recent evolution of United States foreign policy, the foreign policies of selected states, the organization for world peace, and a survey of contemporary problems by regions.

History of Western Civilization 6 semester hours

The purpose of this course is to familiarize the student with the important developments in the history of European civilization. Among the topics to be studied in the first semester are: prehistoric man and the dawn of civilization, Eastern Mediterranean civilizations, the culture of the Roman Empire, the rise of Christianity and Islam, Feudalism, church and state in the Middle Ages, the Renaissance and the Reformation; in the second semester: the commercial revolution, the expansion of Europe, the intellectual revolution, the industrial revolution, the French Revolution and its consequences, the growth of democracy, imperialism, the World Wars, the world today.

***Cultural History of Modern Europe** 3 semester hours

This course treats the main currents in European thought from the Middle Ages to the present as revealed in the writings of the men who have influenced profoundly the ideas and sentiments of the modern world. It seeks to explain how these thinkers were both the products of the mental climate of their age, and in expressing their ideas, became the formulators of the next.

***Diplomatic History of Modern Europe** 3 semester hours

This course examines the causes of World Wars I and II and attempts a synthesis of the international relations of the Great Powers as revealed in the political impasse of our times. Contributing topics include: nationalism, industrialism, militarism and navalism, the alliance system, collective security, totalitarianism, economic depression, and technology. The problems of the present foreign policy of

the United States will be related to the foreign policies of the Great Powers, region by region.

United States History and Government 6 semester hours

Topics studied in this course are European influences in the colonization of America, the American Revolution and the formation of new government, westward expansion of the United States, the Civil War, the economic revolution following the war, the reaction against the new economic forces, the breakdown of industrialism, and the "New Deal." The course uses the facts of American history and government as a foundation for a solid interpretive study of those political, social, economic, diplomatic, and cultural movements which have been important in the creation of the society in which we live. State and national governmental organization and function are studied as an integral part of the course.

***Ancient History** 3 semester hours

This course provides for an intensive study of some of the significant periods: Egypt in the Pyramid Age, the Age of Pericles, Alexander's Empire, the Augustan Age. Under each period industry and commerce, government, art, literature, and social organization are considered.

***Civil War and Reconstruction** 3 semester hours

This course surveys the social, cultural, and military history of the Civil War generation. It will cover the period from the Compromise of 1850 through the disputed election of 1876 and the subsequent "redemption" of the South. An attempt will be made to examine some of the reasons why Americans fought each other as well as to assess the results of the Civil War. Special reference will be made to the vast literature dealing with this era.

***History of United States Foreign Policy** 3 semester hours

This course purposes to give the student an understanding of the determination and implementation of United States foreign policy. Emphasis is placed upon the role of the United States as a world power in the 20th century; however, sufficient attention is paid to earlier periods to give continuity to the development and growth of traditional concepts.

***The United States in the Twentieth Century** 3 semester hours

This course traces the rise of the nation to world power; financial consolidation; the Progressive Movement; the New Freedom; World War I; economic, social, and intellectual developments of the 1920's; the depression; the New Deal; and foreign relations prior to Pearl Harbor.

***Colonial American History** 3 semester hours

The European background and the age of discovery are treated as reasons for the colonization of North America. Inter-colonial ri-

valries are an important consideration. British colonial policy, the causes of the Revolution, and the war for independence conclude the study.

***Early National Period of the United States, 1783-1829**

3 semester hours

This course commences with the problems of independence and the critical period. The development of American federalism, the Articles of Confederation, and the Constitution are very important considerations. The Federalist regime, Jeffersonian democracy, the foundation of American foreign policy, and the rise of Andrew Jackson are additional topics for study.

DEPARTMENT OF MATHEMATICS

Mathematics Review non-credit

This course is required for freshman students who show the need for improvement in their mathematical skills and problem-solving techniques.

Introduction to Mathematics 3 semester hours

This course reviews briefly elementary and secondary mathematics and presents an introduction to advanced mathematics. New methods of presentation, including definitions, properties and postulates, will be stressed. The course covers arithmetic fundamentals, linear and quadratic equations and inequalities, ratio, proportion, variation, logarithms and trigonometric solution of triangles.

***College Algebra and Solid Geometry** 6 semester hours

All those who plan to train as teachers of mathematics in the junior or senior high schools **must** take this course as one of their freshman electives. This course extends the advanced topics of **Introduction to Mathematics** and also covers binomial theorem, mathematical induction, permutations and combinations, determinants, series, probability, and statistics. Solid geometry treats of three dimensional relationships such as lines and planes in space, prisms, pyramids, cylinders, cones, and the sphere.

***Introduction to Mathematical Analysis** 6 semester hours

Prerequisite: Advanced Algebra and Solid Geometry.

This course covers trigonometric identities and equations, analytic geometry, and differential and integral calculus.

***Calculus** 6 semester hours

Prerequisite: Introduction to Mathematical Analysis or its equivalent.

This course is designed to go more deeply into the theory and application of differential and integral calculus. It includes work in the fields of differential equations, vector analysis, and infinite series. Set theory will be analyzed.

DEPARTMENT OF PSYCHOLOGY

General Psychology 3 semester hours

The objective of this course is to present the principles of general introductory psychology with emphasis on psychology as a fundamental science with application to selected problems of everyday life. The course encompasses units of study in the following areas: scientific methods of studying human behavior, the brain and the nervous system, techniques of study, maturation and development, attention and perception, learning and remembering, frustration and conflict, social behavior and personality development.

Child Psychology 2 semester hours

The course is centered about methods and viewpoints in child psychology, heredity and environment, maturation, growth and development of meaning, learning, social and ethical behavior, personality, and examination of the work of modern child research centers. Directed individual observation and study of children form the basis of the course. Independent case studies of elementary school children are undertaken by each student under the guidance of the instructor.

Educational Psychology 3 semester hours

A functional study is made of the problem of growth, learning, and guidance from the viewpoint of mental hygiene. Among the topics considered are: the learning processes, relationship of intelligence and achievement, personality, and adjustment to living with specific reference to teaching and special emphasis on the results of modern research.

Psychology of Personal Adjustment 2 semester hours

The purpose of this course is to consider the development of the health and personality of the student, the family, and the teacher. There is special emphasis on the contributions of constitutional and environmental factors to adjustive behavior and the establishment of values as applied to teaching and life. Techniques for appraising the degree of adjustment are presented and discussed. Observation and field trips to social agencies and institutions are arranged.

Psychology of Adolescence 2 semester hours

A general survey is made of the physical, mental, and socio-moral aspects of adolescence. Among the topics considered are the adolescent and his emotions, his interests, ideals, and ambitions. Directed individual observations and study of the adolescent form the basis of the course. Independent case studies of junior high and high school pupils are undertaken by each student under the guidance of the instructor.

DEPARTMENT OF SCIENCE

Biology 6 semester hours

This is a general course dealing with the fundamental facts and principles of biology, including the nature and dynamics of living systems; human, animal, and plant biology; reproduction; heredity; organic evolution. It aims to create a better understanding of the phenomena of life as they relate to man and related aspects of his environment.

***Anatomy** 6 semester hours

The fundamental principles of the structure and the function of the human body under normal conditions are offered in this course. Particular emphasis is placed on the physiological activities of the circulatory, nervous, reproductive, and endocrine systems.

***Microbiology** 3 semester hours

This course is designed to introduce the beginning student to the widespread scope of microbiology. The main objective of the study is to awaken in the student an awareness of the effects of micro-organisms on human life. Some of the basic aspects covered are bacterial taxonomy and physiology, transmission and control of micro-organisms, response of the body to infection, immunity, and hypersensitivity.

Physical Science 6 semester hours

This is a survey of all of the physical sciences. The greater portion of the material will be in the field of physics. However some topics in chemistry and astronomy will also be included. Students are given frequent opportunities to participate in the conducting of experiments and to demonstrate scientific procedures. A working knowledge of arithmetic, elementary algebra, and plane geometry is essential to this course.

***Physics I: Mechanics and Heat** 3 semester hours

Prerequisites: College Algebra and Solid Geometry.

This course consists of a study of vectors, kinematics, fluids at rest, fluids in motion, heat, thermo-dynamics, heat transfer, and other related topics. Students will perform individual experiments to enable them to grasp more fully the scientific laws and principles presented in the course.

***Physics II: Light and Sound** 3 semester hours

Prerequisite: Physics I.

This course consists of a study of wave motion in general and of light and sound in particular. Included will be such topics as: the velocity of light; reflection, refraction, and polarization; lenses; diffraction; interference; dispersion; the physics of music; acoustics. The procedure will be the same as in Physics I.

***Physics III: Magnetism and Electricity** 6 semester hours

Prerequisites: Physics I and II.

This course will consist of a study of static and current electricity. The topics to be covered will include: electrostatics, Ohm's law, series and parallel circuits, energy and power, magnetic fields, magnetic induction, induced currents, alternating current, transformers, vacuum tubes. The course will be presented in a manner similar to that followed in Physics I and II.

***Chemistry I: Inorganic Chemistry** 3 semester hours

This is an intensive one-semester course stressing the principles of chemistry and modern concepts of atomic structure; solutions; chemical bonding; quantitative relationships; acids, bases, and salts; ionization; chemical equilibrium; electrochemistry; and nuclear chemistry. Suitable laboratory experiments are performed.

***Chemistry II: Organic Chemistry** 3 semester hours

Prerequisite: Chemistry I.

This introductory course in Organic Chemistry presents an integrated approach to aliphatic and aromatic organic compounds. Organic reactions are studied in terms of electronic theory and molecular geometry. Standard laboratory experiments are performed. The course treats hydrocarbons; alcohols; ethers; aldehydes and ketones; carbohydrates; amino acids; and proteins.

DEPARTMENT OF SOCIAL SCIENCES

***Education for Citizenship** 3 semester hours

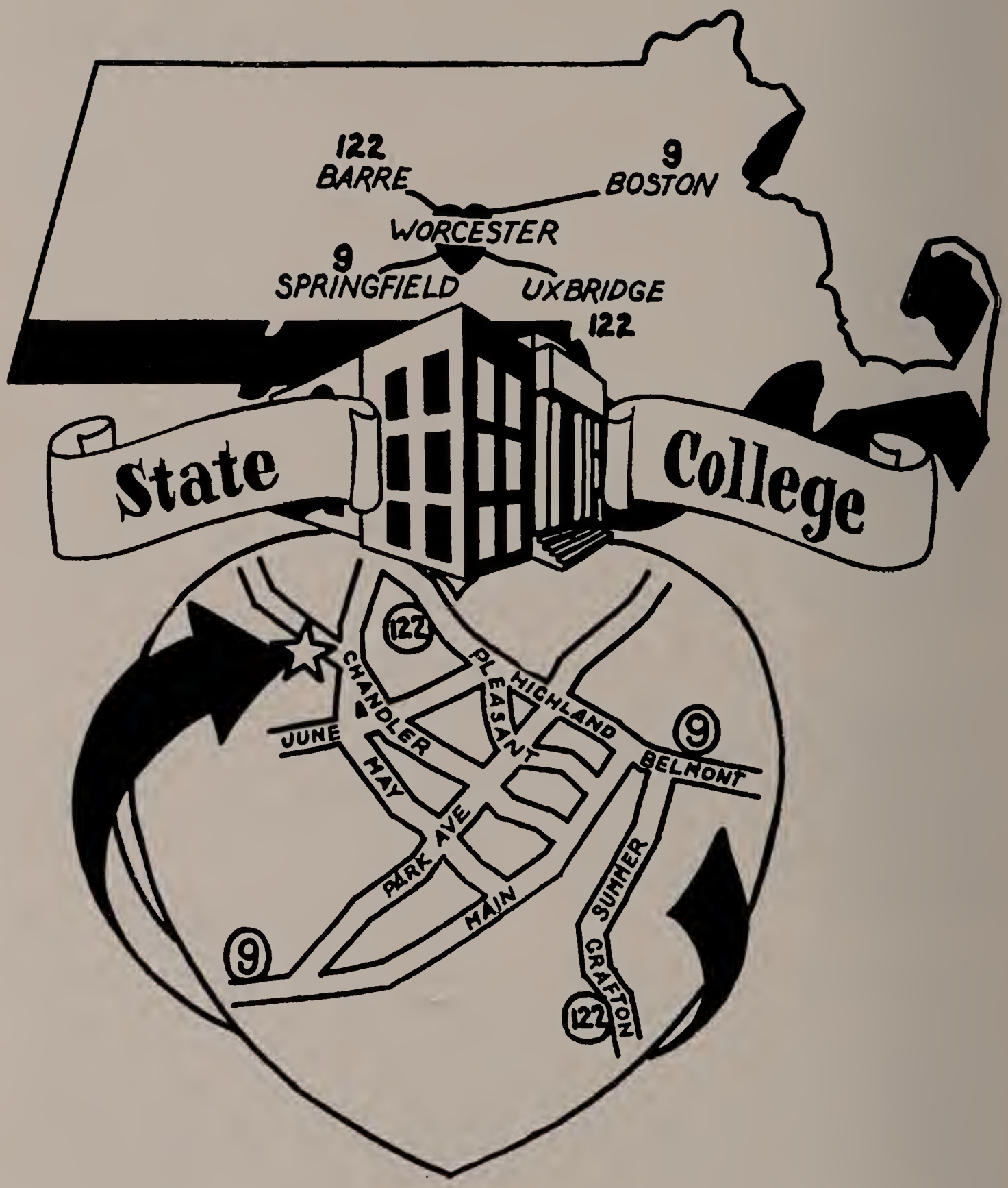
This course acquaints the student with the principles of good citizenship. Particular study is made of the problems of juvenile delinquency, voting apathy, and attitudes toward state and federal law enforcement agencies.

Economics (Secondary) 3 semester hours
(Elementary) 2 semester hours

The basic objectives of this course are to enable students to understand the nature of the American economy and its persistent problems of growth and stability. Content includes analysis of the national income; the study of demand, supply, and price; the organization of industry; money and banking; monetary and fiscal policy; and international trade. The principles will be illustrated through solution of selected problems. Stress will be laid on the American economy as a whole.

Sociology (Secondary) 3 semester hours
(Elementary) 2 semester hours

This course is designed to acquaint the student with man's cultural heritage, the environmental and biological forces that shape personality, the influence of the group on the individual, the nature of social institutions, and the character of social change. Stress is placed upon contemporary American society.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